



R E Davis Elementary

345 Eastern School Road
Sumter, SC 29153

Grades	PK-5 Elementary School	
Enrollment	328 Students	
Principal	Anne McFadden	803-495-3247
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

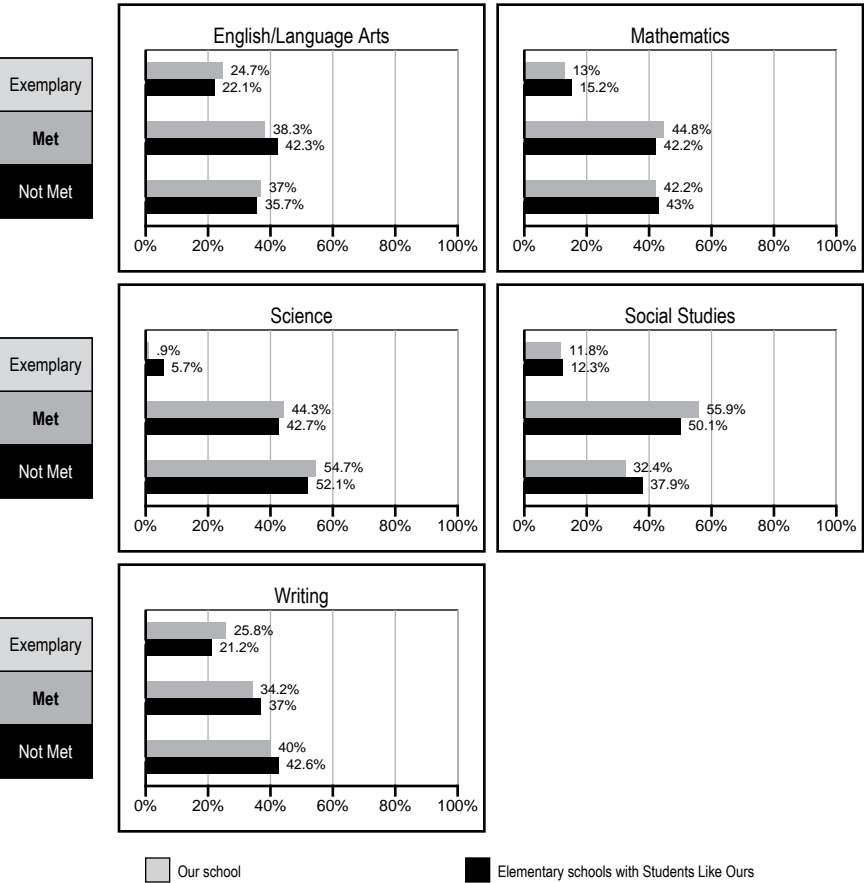
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	69	63	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=328)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 0.9%	2.5%	1.9%
Attendance rate	97.0%	Up from 96.8%	96.1%	96.3%
Eligible for gifted and talented	2.9%	Up from 2.3%	3.3%	10.0%
With disabilities other than speech	4.5%	Down from 7.8%	7.5%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	50.0%	Down from 58.6%	57.1%	59.4%
Continuing contract teachers	50.0%	Down from 51.7%	71.8%	80.0%
Teachers with emergency or provisional certificates	13.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	59.0%	Down from 66.5%	82.1%	85.9%
Teacher attendance rate	96.1%	Up from 95.7%	95.2%	95.1%
Average teacher salary*	\$42,850	Up 6.3%	\$45,725	\$47,149
Professional development days/teacher	5.1 days	Down from 16.5 days	10.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 16.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 92.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.2%	Up from 87.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,176	Up 4.7%	\$8,667	\$7,458
Percent of expenditures for instruction**	69.5%	Down from 69.9%	68.2%	68.8%
Percent of expenditures for teacher salaries**	48.3%	Down from 65.1%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

R.E. Davis Elementary School continues to implement research-based best practices that increase student achievement. Our staff is dedicated and highly trained in a variety of instructional strategies to ensure that every child gets the academic assistance needed to succeed. In 2006, R. E. Davis received the Palmetto Silver Award for improvement on the state Palmetto Achievement Challenge Test. R.E. Davis has been showcased by the state for its achievement.

The curriculum is driven by the utilization of the South Carolina Curriculum Standards, Everyday Mathematics, and the district's instructional unit plans. Our motto and school-wide theme, "Structured for Success: Each Child, Each Day, Some Way, Success," serves as the driving force for our meeting and exceeding state standards.

Technology has enhanced our instructional strategies. Twelve Promethean boards have been purchased and mounted for technology integration into core content areas. Our students receive hands-on technology training, use manipulatives, and participate in cooperative learning activities that prepare them for the world of work and beyond.

Our teachers work hard to instill a sense of character and pride that will enable all of our students to succeed. Opportunities are given to students to have nonacademic experiences that enhance their knowledge of people, places, and things they have never seen. Partnerships have been established with people in the community to provide role models for all students. All segments of the school community work hard to ensure that our students learn in a literacy-rich environment which is conducive to learning.

Anne McFadden, Principal
Jessirita Scriven, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	47	35
Percent satisfied with learning environment	96.2%	83.0%	80.0%
Percent satisfied with social and physical environment	96.2%	87.2%	77.1%
Percent satisfied with school-home relations	73.1%	80.9%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	168	99.4	37	38.3	24.7	76.6	81.4	82.8	Yes	Yes
Gender										
Male	83	100	39.5	32.9	27.6	68.4	77.6	79.3	N/A	N/A
Female	85	98.8	34.6	43.6	21.8	84.6	85.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	87.7	89.5	I/S	I/S
African American	160	99.4	37	39	24	75.3	76.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	82.5	I/S	I/S
Disability Status										
Disabled	22	100	73.7	21.1	5.3	31.6	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	160	99.4	36.3	37.7	26	76.7	78.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	168	99.4	42.2	44.8	13	68.2	76.1	78.9	Yes	Yes
Gender										
Male	83	100	43.4	40.8	15.8	63.2	73.7	77	N/A	N/A
Female	85	98.8	41	48.7	10.3	73.1	78.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	83.5	87.2	I/S	I/S
African American	160	99.4	41.8	44.5	13.7	68.5	70.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	79.5	I/S	I/S
Disability Status										
Disabled	22	100	73.7	15.8	10.5	36.8	38.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	160	99.4	41.1	45.2	13.7	68.5	71.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	114	100	54.7	44.3	0.9	45.3	62.8	67.5
Gender								
Male	50	100	57.4	40.4	2.1	42.6	63.5	67
Female	64	100	N/AV	N/AV	N/AV	47.5	62.1	68
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	75.7	79.5
African American	108	100	54	45	1	46	52.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	12.5	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.6	59.6
Socio-Economic Status								
Subsided meals	107	100	54.5	44.4	1	45.5	57.4	55.1

Social Studies

All Students	112	100	32.4	55.9	11.8	67.6	68.5	72.3
Gender								
Male	54	100	38.8	40.8	20.4	61.2	67.5	71.5
Female	58	100	26.4	69.8	3.8	73.6	69.5	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	74.4	80.7
African American	107	100	33	55.7	11.3	67	63.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	54.5	36.4	9.1	45.5	39.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.9	67.9
Socio-Economic Status								
Subsided meals	108	100	31.6	56.1	12.2	68.4	64.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	164	100	40	34.2	25.8	60	63.2	70.2	97	96
Gender										
Male	83	100	50.6	24.7	24.7	49.4	55.3	63.2	97.3	95.8
Female	81	100	29.5	43.6	26.9	70.5	71.6	77.5	96.8	96.1
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	68.8	79.1	95	95.3
African American	156	100	40.8	33.3	25.9	59.2	58.6	57.6	97.2	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	86.2	N/A	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	77.2	62.6	99.1	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	68.7	N/A	95.7
Disability Status										
Disabled	18	100	76.5	11.8	11.8	23.5	21.1	26.1	97	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	61.2	98.6	95.9
Socio-Economic Status										
Subsidized meals	155	100	40.4	32.9	26.7	59.6	58.3	58.9	97	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	53	100	34.7	36.7	28.6	65.3
	4	59	100	46.3	35.2	18.5	53.7
	5	56	98.2	29.4	43.1	27.5	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	53	100	46.9	42.9	10.2	53.1
	4	59	100	42.6	42.6	14.8	57.4
	5	56	98.2	37.3	49	13.7	62.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	27	100	N/AV	N/AV	N/AV	28
	4	59	100	N/AV	N/AV	N/AV	48.1
	5	28	100	44.4	51.9	3.7	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	26	100	29.2	54.2	16.7	70.8
	4	59	100	29.6	68.5	1.9	70.4
	5	27	100	41.7	29.2	29.2	58.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	52	100	53.1	22.4	24.5	46.9
	4	58	100	41.8	30.9	27.3	58.2
	5	54	100	25.5	49	25.5	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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